2021

Rhode Island State Assessment Program
2020-21 Handbook for District and School Test Coordinators

Rhode Island Department of Education

RHODE ISLAND STATE ASSESSMENT PROGRAM HANDBOOK

INTRODUCTION

This handbook is designed to give district and school administrators an understanding of the Rhode Island State Assessment System and its policies. It does not contain all of the information that administrators need in order to administer each assessment. However, it does communicate to administrators where to find all necessary information on testing window dates, training information for coordinators and test administrators, accommodations, and determining eligibility for the alternate assessment. Any state policies common to all assessments are included in this handbook.

The Office of Curriculum, Instruction, and Assessment at the Rhode Island Department of Education is available to answer questions and assist district and school administrators in preparations, administration, and interpreting score results. Please use the contact information in this handbook to reach out to someone specific or use assessment@ride.ri.gov for our general email box. We hope you find this handbook helpful and informative.

PURPOSE OF STATE ASSESSMENTS

State assessments are administered to fulfill the testing requirements outlined in the federal Every Student Succeeds Act (ESSA). ESSA requires annual assessments in English language arts and mathematics for students in grades 3-8 and high school, and science in elementary, middle, and high school. States are required to assess English Learner (EL) students' proficiency in reading, writing, listening, and speaking English in grades K-12.

Rhode Island state assessments are designed to:

- test all public school students in the state, including students with disabilities and EL students.
- measure performance based on state standards.
- report on the performance of individual students, schools, and districts.
- measure college and career readiness at high school.

The table below provides an overview of all required state assessments by grade level.

Grade Tested	Alternate Assessments for Students with Significant Cognitive Disabilities			General Education Assessments					
	English language proficiency: Alt. ACCESS for ELs	ELA and Mathematics: DLM	Science: DLM	ACCESS 2.0 for ELs	NAEP	Science: RI NGSA	ELA and Mathematics: RICAS	Reading and Mathematics: PSAT™10	Reading (including essay) and Mathematics SAT® School Day
Kindergarten				K					
1	1			1					
2	2			2					
3	3	3		3			3		
4	4	4		4	4		4		
5	5	5	5	5		5	5		
6	6	6		6			6		
7	7	7		7			7		
8	8	8	8	8	8	8	8		
9	9			9					
10	10			10				10	
11	11	11	11	11		11			11
12	12			12	12				

Use the contact information and links on the following pages to find contact information and links to important websites and portals.

When to Contact the Help Desk: When you have technical difficulties such as logging in to a test portal; you need to order paper materials; shipping materials back to the test vendor (packaging materials and questions about materials pick-up after testing).

- **How to Protect Student Information.** Help Desk staff will only talk to authorized educators who have accounts in the online test system from districts and schools. Below is a list of information that you can include safely in an email or discuss on the phone with Help Desk staff. *Do not send screen shots where a student's name or other personally-identifiable information is visible.*

    1. SASID, student's first and last name initials, and grade level.
    2. Test the student is taking.
    3. School and district names.
    4. Description of the issue you are having. *Do not email screenshots that includes student information of any kind.*

When to Contact RIDE staff: If you cannot find the answer to your questions in this handbook or the test administration materials available for each test, please contact your school or district test coordinator. If you still have questions, please phone or email the appropriate RIDE staff if your questions are about test administration procedures, testing accommodations, who should participate in the state assessments, etc.

- **How to Protect Student Information.** Below is a list of information that you can include safely in an *email* to RIDE staff. If you need to share personally-identifiable student information, please call RIDE staff. If necessary, RIDE staff can direct you on how to transmit student information securely to protect student data and information.

    1. SASID, student's first and last name initials, and grade level.
    2. Test the student is taking.
    3. School and district names.
    4. Description of the issue you are having. *Do not email screenshots that includes student information of any kind.*

All Assessments	**RIDE Contact:**
www.ride.ri.gov/tc *Access test coordinator webinar presentations and recordings, test-specific manuals, calendars, accommodations information, student score report information, medical exemptions, state assessment results.*	Phyllis Lynch, Director Phyllis.lynch@ride.ri.gov (401) 222-4693

Accommodations for State Assessments

Accommodations for all RI state assessments are outlined in the *Rhode Island State Assessment Program (RISAP) Accessibility and Accommodations Manual*. Each state assessment has additional test-specific materials regarding accommodations. All documents, presentations, and resources can be found at www.ride.ri.gov/accommodations.

State Assessment Results

www.ride.ri.gov/results *Links to state assessment reporting materials, presentations, and the Assessment Data Portal.*

Assessment Data Portal (ADP) – Private

ridemap.ride.ri.gov/default.aspx *District- and school-facing database that contains current and historical state assessment data.* **NOTE:** *You must have a RIDEMap login and password to access this site. Contact your district test coordinator to get an account.*

State Assessment Results – Public

www.ride.ri.gov/RIADP *Public-facing database where you can access current and historical data on all RI districts.* **NOTE:** *Data suppression rules are used to prevent identification of individual or small groups of students.*

Accountability Report Cards

reportcard.ride.ri.gov *Pubic-facing site for state, district, and school accountability report cards, and data.*

ACCESS for ELLs and Alt ACCESS for ELLs		
www.ride.ri.gov/ACCESS *Test coordinator and test administrator manuals, accommodations information, and technology specifications.* **Sample Test Items:** wbte.drcedirect.com/WIDA/portals/wida	**WIDA Client Services Center**: *for questions about training and test administration procedures.* (866) 276-7735 help@wida.us **DRC Customer Service**: *for questions about test materials ordering, WIDA AMS, DRC INSIGHT, and DRC Testing Site Manager (TSM).* (855) 787-9615 WIDA@datarecognitioncorp.com	**RIDE Contact:** Flavia Molea Baker - Program Flavia.MoleaBaker@ride.ri.gov (401) 222-8480 Ana Karantonis – Assessment ana.karantonis@ride.ri.gov (401) 222-8940

WIDA Assessment Management System (AMS): *Access WIDA Screener, ACCESS for ELLs, Alternate ACCESS for ELLs.* **NOTE:** *A login and password are needed to access this site. Contact your district test coordinator for an account.*

www.drcedirect.com/all/eca-portal-ui/welcome/WIDA

Training site: *Access the online training modules for test coordinators and test administrators.* **NOTE:** *A login and password are needed to access this site. Contact your district test coordinator for an account.*

https://portal.wida.us/ACCESSTraining/online/

PSAT™10 and RI SAT® School Day		
www.ride.ri.gov/SAT *Find test coordinator and test administrator manuals, accommodations information, and technology specifications.*	**College Board Help Desk:** Sarah Thaler: (224) 470-0293 RISchoolDay@collegeboard.org	**RIDE Contact:** Heather Heineke: (401) 222-8493 Heather.heineke@ride.ri.gov
Training site: *Access the online training modules for test coordinators, test administrators, and proctors.* **NOTE:** *A login and password are needed to access this site. Contact your district test coordinator for an account.* www.collegeboard.org.ptat		
TIDE: *Enter accommodations for students; start, stop, and pause tests; conduct Pre-Admin Sessions. This TIDE is specific to PSAT 10 and RI SAT School Day; the science test (NGSA) uses a different TIDE instance. Your user name and password for your College Board Professional Account will allow you access to TIDE.* https://digitaltesting.collegeboard.org (Click *SIGN IN TO TIDE*)		
K-12 Reporting Portal: *Access district and/or school-level data, practice tests, and released items. Data on the K-12 Reporting Portal is not used for accountability purposes. Instructions for getting a College Board Professional Account are at ride.ri.gov/sat. Official RI state assessment results are posted on the Assessment Data Portal and the public reporting site.* https://k12reports.collegeboard.org/login		

Dynamic Learning Maps (DLM)		
www.ride.ri.gov/DLM *Find test coordinator and test administrator manuals, accommodations information, technology specifications, and links to practice tests.*	**DLM Service Center:** (855) 277-9751 dlm-support@ku.edu	**RIDE Contact:** Heather Heineke: (401) 222-8493 Heather.heineke@ride.ri.gov
Moodle: *Access online training modules and facilitator training materials for teacher training.* **NOTE:** *A login and password is needed to access this site. Contact your district test coordinator for an account.*		
Kite Educator Portal: *Student and test management system. A login and password are needed to access this site. Contact your district test coordinator for an account.* https://educator.kiteaai.org/AART/logIn.htm		
Kite Student Portal: *Test delivery system; where students take the test. Login information is student- and testlet-specific and is found in Educator Portal.*		

Rhode Island Comprehensive Assessment Program (RICAS)		
www.ride.ri.gov/RICAS *Find test coordinator and test administrator manuals, accommodations information, and technology specifications here.*	**RICAS Help Desk:** (855) 222-8936 ricasservicecenter@cognia.org fax: (603) 749-5108	**RIDE Contact:** Kamlyn Keith: (401) 222-8413 Kamlyn.keith@ride.ri.gov
PearsonAccessNext (PAN): *Access the RICAS Resource Center to manage test administration tasks such as student registrations, user accounts, upload the SR/PNP, and monitoring online testing. A login and password are needed to access this site. Contact your district test coordinator for an account.* ricas.pearsonsupport.com/		
Training Site: *A login and password are needed to access this site. Contact your district test coordinator for an account.* ricas.pearsonsupport.com/		

Rhode Island Next Generation Science Assessment (NGSA)		
www.ride.ri.gov/NGSA *Find test coordinator and test administrator manuals, accommodations information, and technology specifications here.*	**Help Desk Information:** (866) 757-9437 rihelpdesk@air.org	**RIDE Contact:** Kamlyn Keith: (401) 222-8413 Kamlyn.keith@ride.ri.gov
Test Delivery System (TDS): *Where students take the test and test administrators start, stop, and pause tests.* https://ri.portal.airast.org/		
TIDE: *Enter accommodations for students. This TIDE is specific to the science test; PSAT 10 and SAT use a different TIDE link.* https://ri.portal.airast.org/		

National Assessment of Educational Progress (NAEP)	
www.ride.ri.gov/NAEP	**RIDE Contact:** Jackie Branco: (401) 222-4685 Jacqueline.branco@ride.ri.gov
NAEP Results: *Find results for Rhode Island's NAEP assessments here.* www.ride.ri.gov/Assessment-Results and www.ride.ri.gov/NAEP	
Nation's Report Card: *The homepage of NAEP where educators, parents, policymakers, and students can find more information about the assessments.* http://nces.ed.gov/nationsreportcard/about/	
NAEP Data Explorer (NDE): *The NDE is a tool that allows users to explore NAEP data and analyze students' academic performance in mathematics, reading, writing, science, and other subject areas. The tool also allows users to compare state results, observe trends over time, and display data using custom tables, charts, and maps.* https://www.nationsreportcard.gov/data_tools.aspx	
NAEP Questions Tool (NQT): *The NQT is a database of over 3,000 released questions from past NAEP assessments in all subject areas. Users can search for questions by grade level, difficulty, and item type. The tool also provides sample student responses, scoring guides, and performance data for individual questions.* https://nces.ed.gov/nationsreportcard/nqt	
NAEP Item Maps: *NAEP Item Maps illustrate the knowledge and skills demonstrated by students performing at different NAEP performance levels. The Item Maps answer the question, "What do students know and can do at Basic, Proficient, or Advanced?"* https://www.nationsreportcard.gov/itemmaps/?subj=MAT&grade=4&year=2019	

The four general roles must be filled for each of the state assessments in this handbook:

1. District Test Coordinator
2. School Test Coordinator
3. Test Administrator
4. Proctors (depending on the number of students being tested)

Below are descriptions of each role and their responsibilities.

ROLE OF DISTRICT TEST COORDINATOR

The District Test Coordinator is the one individual at the LEA/district level who is responsible for the overall coordination of test administration. Each test may have a different test coordinator depending on the organization of the district. The District Test Coordinator has the following roles:

- Develops local policies and procedures based on RIDE's guidelines and test publisher's directions to maintain test security.
- Supervises and monitors principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures all personnel involved with testing receive thorough training for each assessment given.
- Investigates any breach of security.
- Ensures that all student data submitted thorough the Enrollment Census, IEP Census, and LEP Census are up-to-date and accurate prior to student registration.
- Ensures that individual student reports are provided to families in a timely manner.
- Ensures that individual student reports are provided to outplacement schools in a timely manner.
- Receiving and returning any paper materials and student score reports shipped to the district.

ROLE OF SCHOOL TEST COORDINATOR

School Test Coordinators are responsible for the overall coordination, supervision, and administration of a specific test. A school may have more than one test coordinator depending on the number of assessments given. Responsibilities of the School Test Coordinator include:

- Developing and coordinating the school's test administration schedule, including the administration of make-up sessions (if not done at the district level).
- Ensuring test security protocols are followed; including implementing an electronic devices plan.
- Receiving, inventorying, distributing, and ordering additional test materials as necessary.
- Maintaining sign-out and sign-in sheets for test materials distributed to test administrators.
- Ensuring all school personnel are thoroughly trained on test administration procedures and policies for each assessment given in that school.
- Ensuring students receive time to practice using the online testing platforms
- Reporting any breach of security or irregularity to the District Test Coordinator.
- Authorizing individuals to be involved in test administration.

- Informing students and staff of the testing schedule, cell phone policy, any materials they are allowed to bring, and other important information.
- Ensuring that all accommodations are administered properly.
- Ensuring all materials are returned on time.

ROLE OF TEST ADMINISTRATORS

Test Administrators are responsible for administering the assessment according to the policies and procedures for that assessment. Role of the test administrator include:

- Attending any training sessions held by district or school.
- Reading all test administration materials prior to testing.
- Following all test security procedures and protocols; including the cell phone policy.
- Signing the Test Security Agreement and give to the school test coordinator.
- Actively supervising the test administration at all times.
- Understanding how to administer any accommodations students will be using in your classroom.

WHO CAN BE A TEST ADMINISTRATOR?

The following individuals may serve as a test administrator:

- Individuals employed by the LEA as teachers
- LEA and school-level administrators (e.g., principals, assistant principals, directors, assistant superintendents, associate superintendents, superintendents) who hold certificates for their positions as administrators
- Long-term substitute teachers holding a teaching certificate, or state equivalent credentials, employed by the LEA as teachers
- School psychologists, school social workers, librarians, school guidance counselors, and speech pathologists who hold certificates for their positions
- Teachers employed by the LEA who hold provisional certificates

NOTE: The College Board training materials for the PSAT 10 and SAT use "proctor" instead of "test administrator".

ROLE OF PROCTORS

Proctors assist a test administrator in monitoring a testing session; proctors cannot administer any part of the assessment nor can they be left alone in the classroom with the students; the test administrator must be present at all times. The function of the proctor is to ensure that students are not violating any test security protocols and to answer basic questions on test administration. If class size is larger than 25 students, a proctor is recommended.

NOTE: The College Board training materials for the PSAT 10 and SAT use "room monitor" and "hall monitor" instead of "proctor".

WHO CAN BE A PROCTOR?

Anyone serving as a proctor must be a school employee. Student teachers may not administer any test but they may serve as proctors.

INDIVIDUAL SCORE REPORTS

It is important that families are provided with their child's individual score report (ISR) in a timely manner for each state assessment the child took. Please note the following:

- For the following state assessments, RIDE has the ISRs printed and shipped to LEAs: ACCESS *and* Alternate ACCESS for ELLs, Dynamic Learning Maps, RICAS, and NGSA.
  - All paper ISRs are shipped to the LEA, attention to the district testing coordinator, with the exception of the PSAT 10 and SAT RIDE-produced ISRs. Those must be downloaded from the Rhode Island Assessment Data Portal and provided to families.
  - One copy must be retained in the student's records.
  - One copy must be provided to families **within two months** of the LEAs receiving the paper copies.

- **Outplacement Schools:** One copy must be provided to the outplacement school **within two weeks** of the LEAs receiving either the paper copies or online access (whichever is available first). It is the responsibility of the sending LEA to ensure families of students attending outplacement schools receive their child's score reports.

- **Additional copies:** LEAs and/or schools may need to make additional copies in order to ensure that teachers and other professionals involved in instructional planning or providing services to the student have the necessary information in order to make the best decisions possible.

- **PSAT 10 and SAT:** RIDE-produced student score reports for PSAT 10 and SAT must be provided to families even though the College Board-provided score reports are available in the K-12 Reporting Portal at an earlier date.

- **Resources:** Documents and other resources to help educators and families understand the ISRs can be found at www.ride.ri.gov/tc. Families who have questions about the score reports should contact their district office.

FAMILY RESOURCES FOR SCORE REPORTS

Resources for educators to use to help families understand their child's score reports are available at www.ride.ri.gov/tc. Here is a list and description of each resource:

- *RISAP State Assessment Handbook for Elementary and Middle School, Family Edition* and *RISAP State Assessment Handbook for High School, Family Edition*. These handbooks are designed to help families understand the state assessment program in general, including accommodations, and state assessment policies like medical exemptions, cell phone policies, RI Assessment Data Portal (public site) instructions, and how to understand the various score reports.

- *RISAP Family Presentation:* this is a presentation that district and school educators can use with families to explain their district and school data.
- *Score Report Translations:* The score report shells for each state assessment have been translated into other languages. Districts may include the necessary translation with the student's score report before sending it home to the student's family.
- *Score Reports in Other Formats:* If a parent requires the student score report in braille, translated into a language that is not available, or other format, please contact RIDE at assessment@ride.ri.gov.

TRAINING INFORMATION

Training everyone who is involved in preparing for and administering the state assessments is one of the most important tasks that a district or school test coordinator will do and it requires thoughtful planning. If test administrators do not understand how to administer the test correctly, test irregularities can occur that have the potential to invalidate test scores. When planning training opportunities for staff involved in test administration, keep in mind the following:

- Students whose scores are invalidated are considered non-participants and districts and schools are held accountable for those students.
- If College Board invalidates a student's SAT score, that score cannot be used for admissions purposes to a college or university.

TEST COORDINATOR TRAINING

It is vital that district and school test coordinators receive training *prior to training test administrators*. To assist with the training requirements for each state assessment, a **Test Coordinator Calendar** (www.ride.ri.gov/tc) has been developed that contains dates, timelines, and registration links for in-person test coordinator training sessions as well as training requirements for test administrators. This calendar also contains test coordinator checklists for each assessment.

TRAINING TEST ADMINISTRATORS

Districts are responsible for training test administrators. There are three components to ensuring that all test coordinators are properly trained:

1. **View online modules:** Each state assessment has online modules required to be completed by anyone administering the test. Districts have two options to ensure that all test administrators complete these online modules and pass the quizzes at the end.
   - Allow all test administrators to view the modules on their own time, at their own pace.
   - Conduct an in-person training to view the online modules together and ensure all test administrators complete and pass the quizzes. RIDE strongly encourages districts to arrange test administrator training using in-person training sessions. Districts have found these in-person sessions helpful in ensuring that test administrators complete the training and have all of their questions answered.
   - **NOTE:** Regardless of the method selected by districts, test coordinators have access to reports for each state assessment that will show who completed the online modules and passed the quiz. Anyone who did not pass the quizzes or complete the modules must not be allowed to administer the test until they meet those criteria.

2. **Collect sign-in sheets and online verification** that each test administrator took and completed the required training for each test administered in their school. Records must be kept in order to ensure that everyone was properly trained. Evidence that all staff involved in administering any of the state assessments is required by RIDE and must be made available to RIDE staff during assessment monitoring visits.

3. **Test Administrator Core Training Presentation:** The online modules provided for each state assessment do not address all aspects of test administration or address state- or district-specific procedures. To ensure that all LEAs have provided state assessment policy information to test coordinators, RIDE developed a customizable presentation that LEAs must use *in addition to the online modules and other in-person training sessions*. This presentation can be found at www.ride.ri.gov/tc along with instructions for how to customize it for your district.

STUDENT PRACTICE TESTS AND TRAINING WITH THE ONLINE TEST PLATFORMS

In order to ensure that students are comfortable and perform their best, they need time to practice with the online test platforms they will use during testing and will need to develop certain technical skills. Lack of experience with these test platforms and uncertainty about their technical skills can create unnecessary anxiety and pressure. Even though test administrators are allowed to help students navigate the online test platforms, asking a test administrator for help should be a student's last resort. **LEAs and schools must ensure that students have adequate practice on the testing platforms and that they have the technical skills necessary during the state assessments.** Use the information below to help prepare students for test day. This information is also posted on the test coordinator webpage (www.ride.ri.gov/tc).

- Appendix A is a list of technical skills all students need in order to participate in online state assessments. These skills are not test-specific but rather include skills that students may need across a variety of test platforms.

- Links to practice tests and released items can be found at
  https://www.ride.ri.gov/InstructionAssessment/Assessment/ReleasedItemsPracticeTests.aspx

TEST SECURITY

The need to ensure district and schools implement thoughtful and thorough test security protocols is critical. In addition to test coordinators and teachers, paraprofessionals, custodial staff, and others in the school who may be in classrooms during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Keeping Test Materials and Student Information Secure:
- Keep any test materials stored in a secure place accessible only by the school's test coordinator.
- Distribute testing materials as close to the actual testing time as possible.
- Use a sign-out and sign-in sheet for any staff receiving and returning test materials. This sheet should show date and time.
- Make certain that all materials are returned immediately after the testing session.
- Follow instructions in the test administration manuals exactly. Manuals do change each year.

Student Information:
- **Student rosters and other lists of students** must be kept in a secure location.

- **Test tickets** used for any computer-based assessment contain student information. Test tickets must be kept with other secure test materials and be securely shredded after testing is complete.
- **Scratch paper, reference sheets, and graphic organizers** written on by the student during testing may contain student information and should be treated as secure.

Training:

- Each state assessment has a Test Administration Manual that must be read and understood by test administrators prior to testing.
- Be certain that everyone involved in the testing process has been properly trained and informed of their role in maintaining test security.
- Make certain that everyone involved in testing is aware of professional practices and the consequences of violations.
- Make certain that everyone, including students, understands what is and is not allowed during testing (e.g., cell phones are not allowed during testing).

Examples of Test Administration Irregularities:

- coaching, erasing, altering, or interfering with students' test responses in any way;
- giving students access to test questions or prompts prior to testing;
- questioning students about test content after the test;
- copying, reproducing, or using any test materials in a way that is inconsistent with test administration or security policies;
- making notes on any test content that students see; this includes test items, reading passages, and science scenarios;
- failing to follow security procedures for receiving and returning test materials as directed, or failing to account for all secure test materials before, during, and after testing;
- failing to follow test administration directions;
- failing to provide a documented accommodation or providing an accommodation not documented in the student's IEP;
- failing to prohibit cell phone use during testing.

CELL PHONE USE ON STATE ASSESSMENTS

Districts/LEAs and schools must have a plan in place so that electronic devices such as cell phones, PDAs, cameras, or any device that permits recording or playback, are not accessible to students during testing. Unless it is a device allowed by the test or required for the administration of an accommodation, students may not have access to it during testing. Announcements must be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the district's student code of conduct and/or test invalidation.

If a test administrator confirms that a student is using a device to access, retain, or share information during testing, the Test Administrator must, with minimal disruption:

- collect the device,
- **stop testing that student**,
- remove the student from the testing session, and
- notify the School Test Coordinator immediately.

- The School Test Coordinator must contact the District Test Coordinator.

In the event such actions are **suspected**, but not yet confirmed, the Test Administrator, must with minimal disruption:

- collect the device,

- **allow the student to complete testing**,

- notify the School Test Coordinator immediately, and

- as soon as it is appropriate, confirm whether or not the device was used during testing.

- Notify School Test Coordinator immediately if use of a device during testing was confirmed. The School Test Coordinator must contact the District Test Coordinator.

The LEA or district must contact RIDE immediately if it is confirmed that the student used the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test and/or answer document. The test for that student will be invalidated. Students who receive messages/posts/texts from another party that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage.

CELL PHONE USE ON THE PSAT 10 AND SAT

College Board does not allow, under any circumstances, cell phones to make a noise or an appearance during testing, including during breaks. The College Board may invalidate any student's test score even if the cell phone makes a noise and is not in the possession of the student. Please ensure that your LEA/school's cell phone policy is strictly enforced on testing day.

REPORTING A TESTING IRREGULARITY

Follow these steps to report a test irregularity for any state assessment and use the form in Appendix A.

1. All test irregularities must be reported by the Test Administrator to the School Test Coordinator.

2. The School Test Coordinator must collect any information and/or documentation and inform the LEA or District Test Coordinator.

3. The LEA or District Test Coordinator must contact Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum at 401-222-4693 to discuss the incident and provide any documentation, as necessary.

4. The Office of Instruction, Assessment, and Curriculum will inform the local LEA/District if it is required to submit a formal investigation report of the irregularity to RIDE by using the form in Appendix A.

5. **For PSAT 10 and SAT,** the procedures in the Test Coordinator Manuals for reporting irregularities must also be followed.

PARTICIPATION REQUIREMENTS FOR STATE ASSESSMENTS

All students are expected to participate: With limited exceptions, it is expected that all students educated in Rhode Island will participate in the state assessment program for their current grade level[1] in one of the following ways:

- Participate in general assessments *without* accommodation(s);
- Participate in general assessments *with* accommodation(s); *or*

- Participate in the alternate assessments. These assessments are available only for students with an Individualized Education Program (IEP) who meet specific eligibility criteria.

Below are additional clarifications on the participation requirements for students. Additional information on how students are registered for state assessments, can be found in the *Registering Students for State Assessments* section of this handbook.

PUBLIC SCHOOL STUDENTS

It is expected that any student attending a public, charter, or state-operated school in Rhode Island will participate in the required tests for their current grade level[1] either with or without accommodations. The chart of assessments at the beginning of this manual shows which tests are administered at each grade level.

STUDENTS ATTENDING OUTPLACEMENT SCHOOLS

It is expected that students attending an outplacement school, whose tuition is paid for by a Rhode Island LEA, will participate in the required academic tests, as appropriate, for their current grade level[1], regardless of where the outplacement school is located. If a student attends an outplacement school in a state other than Rhode Island, it is the responsibility of the Rhode Island LEA to ensure that the outplacement school has a plan for administering the required assessments for that student's grade level.

STUDENTS WHO TAKE THE ALTERNATE ASSESSMENTS

Students who qualify for the alternate assessment will participate in the Dynamic Learning Maps alternate assessments in English language arts, mathematics, and science, as appropriate, for their current grade level[1]. If the student is also and English learner, they will also take Alternate ACCESS for ELLs.

NOTE: There is **no** alternate assessment at the 10th grade; students who qualify for the alternate assessments will not participate in PSAT 10. Students in the tenth grade who are also English learners will take the Alternate ACCESS for ELLs.

ENGLISH LEARNERS

In addition to participating in the required content assessments (English language arts, mathematics, and science) for their current grade level[1], students who are English learners and who are currently receiving, or are eligible for, services are expected to participate in either ACCESS for ELs or Alternate ACCESS for ELs.

WIDA SCREENER

Districts in Rhode Island use the online WIDA SCREENER to determine the English language proficiency of newly enrolling students identified as potential ELs. This screening tool is aligned to the WIDA English Language

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[1] *Current Grade Level* is the grade level recorded in the Enrollment Census by the LEA. RIDE will register the student for all required tests at the grade level recorded in the Enrollment Census. Testing the student at any grade level other than what is in the Enrollment Census may result in test scores being invalidated. Additionally,
- *If a student skips a grade level,* the student **does not** make up tests for the skipped grade level.
- *If a student retained in the same grade level,* the student takes the tests for their current grade level **again**, even if the student took the test the previous year.

Development Standards and the ACCESS 2.0 for ELs. It produces a proficiency score that helps schools provide EL students with the most appropriate instruction for their English proficiency level.

FIRST-YEAR ENGLISH LEARNERS

Federal and state laws require that English Learner (EL) students are assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. In fulfillment of these laws, EL students in Kindergarten through 12th grade are required to participate in ACCESS for ELs testing while receiving EL program services at their school. Students who are eligible for services but whose families have declined (waived) services must also be assessed on ACCESS annually. Once they exit their EL program or reach designated exit criteria, they are no longer required to participate in ACCESS for ELs testing.

Students who enrolled in school in the U.S. *on or after* April 1, 2020 (who have been attending school for **less than one year**) are exempt from taking English language arts tests for one year but are still expected to participate in mathematics and science, as appropriate, for their current grade level[2].

NOTES:

- If a First-Year student would like to take the English language arts and writing portions of the DLM, RICAS, PSAT 10, or SAT, they may do so. Parents will receive a score report for all content areas taken by the student but the scores will not be used for accountability calculations.
- To ensure that RIDE correctly identifies all EL students correctly, the *DATE OF ENTRY* field in the LEP Census must be accurate. Please see your district data manager to review that this field is correct and to make any necessary updates.

HOMESCHOOLED STUDENTS

Homeschooled students may participate in any of state assessments for their current grade level[1] if the parents and school district have included participation in the state assessments in the student's homeschool plan. Families should contact their local school district office to arrange participation. It is expected that home schooled students will come to a school within the district where they live to take the tests.

Information on registering homeschooled students for state assessments can be found in the *Registering Students for State Assessments* section of this handbook.

PARTICIPATION IN PSAT 10 AND SAT SCHOOL DAY

Any student in the 10th and 11th grade who is enrolled in a public school in Rhode Island or who is tuitioned by a Rhode Island district to an outplacement school (either in Rhode Island or in another state), is expected to take the PSAT 10 or SAT during the test window published by RIDE. This means that:

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[2] *Current Grade Level* is defined as the grade level that is recorded in the Enrollment Census by the LEA. RIDE will register the student for all required tests at the grade level recorded in the Enrollment Census. Testing the student at any grade level other than what is recorded in the Enrollment Census may result in test scores being invalidated. Additionally,

- *If a student skips a grade level,* the student **does not** make up tests for the skipped grade level.
- *If a student retained in the same grade level,* the student takes the tests for their current grade level **again**, even if the student took the test the previous year.

- Scores from any date(s) other than what is listed in this handbook are not considered valid for state assessment purposes.

- Students who do not take the PSAT 10 or SAT within the test windows listed in this handbook will be considered non-participants for accountability purposes.

- If a student does not want their SAT scores from the state assessment administration to be shared with colleges or universities, they must complete the *Request to Cancel Scores* form found at www.ride.ri.gov/sat.

- There is no alternate assessment at the 10th grade. Students who take the alternate assessment will not be assessed during their 10th grade year.

- First-Year English learner students: please see note above on first-year EL students being exempt from ELA, reading, and writing portions of the state assessments. However, first-year EL students may take the reading and essay portions if they want to.

EXEMPTIONS FROM PARTICIPATING IN STATE ASSESSMENTS

There are two ways in which a student may be officially exempt from the state assessments:

1. They are a **First-Year EL** student so they are not required to take the ELA, reading, or writing sections of the academic tests for one year *(see above for more information)*.

2. The student meets the criteria for a medical exemption *(see Appendix G)*.

PARENT REFUSAL

Students who do not test due to parent refusal will be considered non-participants for accountability purposes. LEAs may have policies regarding the handling of parent refusal, however RIDE expects all students in tested grades to participate in the state assessments for their current grade level either with or without accommodations. Any student without an approved exemption will be considered a non-participant for accountability purposes.

NOTE: Many of the online test platforms have options for schools and LEAs to indicate why a student didn't participate in the test. RIDE **does not** consider these valid, approved exemptions for testing. LEAs must follow the procedures for ensuring First-Year EL students and medical exemption requests are done correctly in order to ensure they approved by RIDE. See sections above and the Medical Exemption section of this handbook for more information.

PARTICIPATION REQUIREMENTS FOR LEAS AND SCHOOLS

Schools with students enrolled from Rhode Island are expected to administer the appropriate grade-level tests to those students.

The following types of schools are included in this policy: public schools that enroll students within Rhode Island, private schools educating students with disabilities within Rhode Island (outplacement schools), private schools outside of Rhode Island educating students from a Rhode Island LEA, and the Department of Children, Youth, and Families (DCYF) schools.

It is the responsibility of the LEA to work with any outplacement school to develop a testing plan for students. It is also the responsibility of the LEA to ensure that students attending outplacement schools have updated enrollment records, including accurate grade levels, to ensure they are registered for the correct tests.

The list below shows all of the information RIDE provides to test vendors about schools. This information is compiled using the School Directory on the eRIDE system.

- LEA Name
- Phone and fax numbers
- District (LEA) Test Coordinator name and email
- SSD Test Coordinator name and email*

- School Name
- Physical address of the school
- School Test Coordinator name and email
- AI Code*

- Technology Coordinator name and email
- District Data Manager name and email

This information is provided for schools administering the RI SAT School Day and PSAT 10.

HOW TO UPDATE YOUR SCHOOL INFORMATION

Please check to ensure that all information about your LEA and/or your school is accurate in the School Directory.

Step 1: Check your school information at www.eride.ri.gov, click on the School Directory link (left-hand menu).

Step 2: Use one of the options to make updates:

Public Schools within Rhode Island: Contact your district data manager.

Outplacement and out-of-state schools: Contact your school's data manager. If your data manager doesn't have access to the School Profile application in eRIDE, contact Mario Goncalves (mario.goncalves@ride.ri.gov, or 401-222-8968).

PSAT 10 AND SAT ATTENDING INSTITUTION (AI) CODES

All schools administering the PSAT 10 and RI SAT School Day will need a valid six-digit AI code. The AI code connects student data to schools and is used on answer sheets and when returning testing materials.

For schools that have participated in previous College Board assessments, the AI code used for state testing is the same. Most test coordinators will receive email confirmation of their school's AI code in December. The AI Code that RIDE will provide to College Board is listed in the School Directory. If RIDE does not have an AI Code for your school, please contact Heather Heineke (heather.heineke@ride.ri.gov or 401-222-8493) or Sarah Thaler (sthaler@colllegeboard.org or 224-470-0293). Do not call the College Board help desk because these tests are part of the RI State Assessment Program and operate differently than a Saturday administration.

NOTE: The one exception to using your school's AI Code is when a homeschooled student takes the RI SAT School Day or the PSAT 10. All homeschooled students should use **970000** as their AI Code on the Student Answer Sheet.

OUTPLACEMENT SCHOOLS AND OUT-OF-STATE SCHOOLS

It is the expectation that any outplacement school, either in or outside of Rhode Island, will administer Rhode Island's state assessments to any student tuitioned to that school.

Responsibilities of the outplacement school:

- Stay up-to-date on testing policies and procedures for the tests your school will administer. Make sure you are part of the Assessment Listserv (assessment@ride.ri.gov to join) and attend or view the recordings of the Monthly Test Coordinator webinars (www.ride.ri.gov/tc).

- Ensure that all school staff administering the tests receive the required training.

- Ensure your school's contact information is updated in the School Directory.

- Confirm the grade level with the sending LEA. Any disagreements between the LEA and school about the student's current grade level must be sorted out between them. RIDE cannot determine which grade level the student is in.

- That students are registered for the appropriate grade level tests. If they are not registered for the right grade level tests, contact the sending LEA.
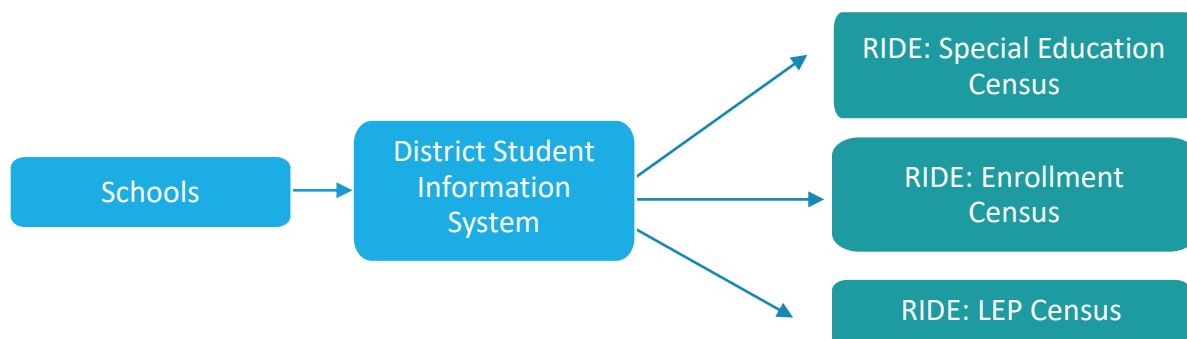
Responsibilities of the LEA:

- Confirm that the grade level is accurate and the students have the proper enrollment codes and active enrollment records in the Enrollment, LEP, and Special Education Censuses, as applicable.

- Confirm that the outplacement school code is accurate in the Special Education Census.

- Confirm the dates the student will take the required tests to ensure they fall within the testing window.

- Confirm any accommodations or other test supports needed by the student.

- Ensure that copies of the Individual Student Reports are given to each outplacement school to keep for their records.

- Ensure that a copy of the Individual Student Report is sent home to the student's family.

STUDENT REGISTRATION AND DATA

For all of the assessments in this handbook, RIDE prepares, checks, and uploads the student data registration. In order to ensure that the data RIDE uploads is correct, it needs to be accurate. It is important to remember that RIDE does not have the ability to change any of the data we receive from districts.

Below is a diagram of how RIDE receives data from the districts. Each district has a Student Information System (SIS) in which they gather and store student data. Most districts in Rhode Island use an automatic link to RIDE that transmits the necessary student data on a regular basis to each of the three main RIDE databases (Special Education Census, Enrollment Census, and LEP Census). Some districts download templates and then upload the student data manually into each RIDE system. Whichever method is used by the district, transmitting accurate and up-to-date information is essential for accurate student rosters, accountability, growth, and state funding calculations.

Registration files are created using the Enrollment Census and the Special Education Census.

- **Enrollment Census:** student enrollment records must be active and the grade level must be accurate. **NOTE:** Student enrollment records for students attending outplacement schools are the responsibility of the sending district. Please ensure all student records for outplacement students are active, have the correct grade level, and the correct school designation.

- **Special Education Census:** students taking the alternate assessments should have the Assessment Accommodations code of 3 (alternate assessment) or they will not be included in the student registration file.

- **Students taking the PSAT 10:** RIDE will use the *Enrollment Census* data to identify 10th grade students eligible for the PSAT 10. RIDE will use the *Special Education Census* to identify any 10th grade student identified for the alternate assessment (even though there is no alternate assessment at this grade level) and remove them from the registration file for the PSAT 10. **Please make sure that all 10th grade students eligible for the alternate assessment have a code of 3 (alternate assessment) in the IEP Census.**

TIMELINE FOR STUDENT REGISTRATION

RIDE develops a timeline for registering students for each assessment. That timeline can be found at www.ride.ri.gov/tc. It is important that district test coordinators, special education directors, and EL directors work with their district's data managers to ensure that accurate student information is entered into the district's student information system.

CUT-OFF DATES FOR STATE ASSESSMENT REGISTRATION

There are no cut-off dates for registering for any state assessment. However, students who arrive to school during the testing window may still be tested as long as there is enough time in the testing window to add the student to the online test platform or obtain paper test materials, if necessary.

MID-YEAR GRADE LEVEL CHANGES

Students who change grade levels during the school year are expected to participate in the tests for their current grade level *after the date of the grade change.* **It is vital that enrollment records are kept up-to-date to ensure that students are registered for the correct test.** The general rule is that students will be expected to participate in the state assessment for their grade level as it is recorded in the Enrollment Census.

- **Grade level changes before the test window begins:** Update the Enrollment Census, Special Education Census, and LEP Census, as necessary, and plan to test the student in the new grade level. Example: a student moves from 10th to 11th grade in February and the SAT is given in April. Result: that student will be expected to take the SAT, *not* the PSAT 10.

- **Grade level changes during the test window:** Student should take the test(s) for the original grade level. Example: if a student goes from 5th to 6th grade during RICAS testing, the student takes the RICAS 5th grade math and ELA tests and the NGSA.

COMMON DATA ERRORS

1. **Inaccurate Grade Level:** Student test scores may be invalidated because they were tested at the wrong grade level. For example, if a student's grade level in the Enrollment Census is grade 3 but the student was tested at grade 5, this is considered to be tested off-grade level and could result in invalidating the test scores.

2. **Closed Enrollment Status:** When a student's status in the Enrollment Census is closed, then the student will not be "picked up" when RIDE creates the student registration files. This often occurs for students attending outplacement schools and home-schooled students who participate in the state assessments.

   - **Outplacement Schools** must contact the sending district to ensure that the student has the correct grade level and that their enrollment status is active or RIDE will not be able to register students for the correct tests. **NOTE:** disputes about grade level must be resolved by the LEA and the outplacement school. RIDE will not decide or resolve grade level issues.

3. **Inaccurate coding of accommodations in the Special Education Census:** To create student rosters for the alternate assessment, RIDE uses the Special Education Census and the Enrollment Census. The Special Education Census accommodations designation Alternate Assessment must have the code 3 selected. Any other code (1 or 2) means that the student takes the general education assessment. This information is cross-referenced with the Enrollment Census to make sure the student is actively enrolled. If not, the student is dropped from the registration file and not registered for the assessment.

REGISTERING HOMESCHOOLED STUDENTS

Homeschooled Students: Homeschooled students may participate in any state assessment, free of charge. However, in order for RIDE to properly register them and to ensure that LEAs are not be held accountable for the results, districts must do the following:

- have a valid SASID
- have a current and active enrollment record in the Enrollment Census
- have the enrollment code *H* (home schooled)
- enrolled in the LEA's 190 school

NOTE: If an LEA does not follow the list above, the LEA and/or the school where the student tested may be held accountable for the student's scores because RIDE will not be able to identify that the student is homeschooled and remove the score. It is the LEA's responsibility to ensure that the data provided to RIDE is accurate.

REGISTERING STUDENTS FOR THE ACCESS ASSESSMENTS

District data from the EL Census and Enrollment Census are used to create student registration files. Only students designated as active in the Enrollment Census will be included in the registration file. It is very important that all student data is accurate and have an active enrollment status.

TECHNOLOGY REQUIREMENTS

Each test has different technology requirements. Technology Coordinators should visit www.ride.ri.gov/tc for information on these requirements.

ACCOMMODATIONS POLICIES FOR STATE ASSESSMENTS

All allowable accommodations and state policies and procedures are included in the *Accommodations and Accessibility Features Manual* posted at www.ride.ri.gov/accommodations.

ACCESS FOR ELS

FULL NAME OF ASSESSMENT:

Assessing Comprehension and Communication in English State-to-State for English Learners

GRADES ASSESSED:

Kindergarten through grade 12

CONSORTIUM OR VENDOR INFORMATION:

WIDA is a consortium of thirty-nine states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The ACCESS for ELs was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium and is headquartered at the University of Wisconsin, Madison.

FEDERAL REQUIREMENTS/ACCOUNTABILITY:

Federal and state laws require that English Learner (EL) students are assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. In fulfillment of these laws, EL students in Kindergarten through 12th grade are required to participate in ACCESS for ELs testing while receiving EL program services at their school. Students who are eligible for service but whose families have declined (waived) services must also be assessed on ACCESS annually. Once they exit their EL program or reach designated exit criteria, they are no longer required to participate in ACCESS for ELs testing.

ASSESSMENT OVERVIEW:

Standards and Test Design: ACCESS for ELs tests are based on the WIDA (World-Class Instructional Design and Assessment) English Language Development standards and are criterion-referenced English language proficiency tests designed to measure students' social and academic proficiency in English associated with the arts, mathematics, science, and social studies across the four language domains of speaking, listening, reading, and writing.

The listening and reading sections consist of multiple-choice questions. The writing and speaking sections are made of performance tasks that are scored according using rubrics. The listening, speaking, reading, and writing sections can be group-administered online and are centrally scored by the vendor.

Proficiency or Achievement Levels: The ACCESS for ELs series spans six grade level clusters and six proficiency levels. The grade level clusters include: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. The six proficiency levels are:

1.   Entering (Level 1)

2. Emerging (Level 2)

3. Developing (Level 3)

4. Expanding (Level 4)

5. Bridging (Level 5)

6. Reaching (Level 6)

Using Data and Test Results:

1. to determine the English language proficiency level of students;

2. to inform classroom instruction and assessment;

3. to aid in programmatic decision-making;

4. to provide data for meeting federal and state requirements with respect to student assessment.

FULL NAME OF ASSESSMENT

Alternate Assessment of Comprehension and Communication in English State-to-State for English Learners

GRADES ASSESSED

Grades 1 - 12

CONSORTIUM OR VENDOR INFORMATION

WIDA is a consortium of thirty-nine states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The ACCESS for ELs was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium and is headquartered at the University of Wisconsin, Madison.

FEDERAL REQUIREMENTS/ACCOUNTABILITY

Federal law requires that all students identified as English learners be assessed annually for English language proficiency. This requirement includes students who require special education services under the Individuals with Disabilities Education Act (IDEA). Alternate ACCESS is individually administered and is intended only for English learners with significant cognitive disabilities and who meet the Rhode Island eligibility criteria for alternate assessment. Alternate ACCESS is not intended for ELs who can be provided with accommodations on ACCESS 2.0 for ELs.

ASSESSMENT OVERVIEW

Standards and Test Design: Alternate ACCESS for ELs aligns with the WIDA Alternate English Language Proficiency (alternate ELP) levels. These levels were designed to expand upon Level P1 - *Entering*, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1 - Entering.

Test items are written from AMPIs (Alternate Model Performance Indicators) and MPIs (Model Performance Indicators) from four of WIDA's English Language Development (ELD) standards:

1. Social and Instructional Language
2. Language of Language Arts
3. Language of Mathematics
4. Language of Science

Proficiency/Achievement Levels: Alternate Model Performance Indicators (AMPIs) provide expectations of what students should be able to process and produce at a given Alternate ELP level. AMPIs were developed for each language domain, standard, and grade-level cluster:

1. language function (e.g., indicate, match, locate),
2. example topic (e.g., text elements), and
3. form of support (e.g., sensory, graphic, interactive).

GRADES ASSESSED

English language arts and mathematics: grades 3 - 8 and 11

Science: grades 5, 8, and 11

CONSORTIUM OR VENDOR INFORMATION

Rhode Island joined the DLM consortium of 20 other states.

The DLM assessments are developed by the University of Kansas and the consortium of states.

FEDERAL REQUIREMENTS/ACCOUNTABILITY

- Alternate assessment results will be combined with general assessment results to produce accountability determinations for districts and schools.

- Participation results are also calculated for ELA and mathematics by district and school.

- **NEW:** ESSA requires that states calculate how many students are determined eligible by district to ensure that the 1% cap is not exceeded.

ASSESSMENT OVERVIEW

Dynamic Learning Maps® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.

DLM assessments also help parents and educators establish high academic expectations for students with significant cognitive disabilities. Results from DLM assessments support interpretations about what students know and can do. Results can inform teachers' instructional decisions while also meeting statutory requirements for reporting student achievement as required by state accountability programs.

Assessment Design:

The Dynamic Learning Maps team uses a cyclical, multi-step process to develop assessments. DLM assessments are delivered as "testlets" – short, instructionally relevant groups of items that share a common context. DLM testlets are developed using principles of evidence-centered design by subject-matter experts with additional expertise in instruction for students with significant cognitive disabilities.

Test items go through multiple rounds of review by DLM staff, internal item reviewers, editors, and educators in DLM states, who serve as external reviewers. Reviewers are carefully trained to look for potential problems with the items' academic content and accessibility, as well as to identify potential bias or sensitive topics in the items. After testlets are reviewed, they are field tested in DLM states. Testlets that meet certain standards after field testing can then be included in DLM assessments.

Standards and Content:

The DLM Alternate Assessment System helps educators facilitate student success by illustrating the interrelation among the knowledge, skills, and understandings necessary to meet academic content standards in a ***learning map model***. The learning map model plots out individual concepts in nodes, and the connections among these nodes show the multiple ways that students' knowledge, skills, and understandings develop over time.

By examining the learning map model and the relationships between its nodes, educators can better uncover reasons a student may be struggling with a particular concept and also see paths ahead for that student to continue to expand their knowledge and skills.

To connect the model's extensive content to real-world expectations for students, certain nodes within the model are associated with ***Essential Elements (EEs)***. EEs are specific statements about what students should know and be able to do. They are linked to grade-level-specific expectations described in college- and career-readiness standards for students in the general population, and they provide a bridge between those standards and academic expectations for students with the most significant cognitive disabilities.

Assessment Administration

Dynamic Learning Maps assessments are delivered online through the Kite Student Portal. Member states choose from one of two models of assessment: integrated and year-end. Rhode Island will administer the year-end assessments.

In the year-end model, all students are assessed each spring, with all students in a particular grade being assessed on the same Essential Elements. Additionally, educators have the option to use instructionally embedded assessments during the year available through the Kite system.

Both models of assessment employ adaptive testlets in the spring. In adaptive testing, students receive testlets of varying difficulty depending on their previous answers.

Test Time

English Language Arts: 70-90 minutes

Mathematics: 35-60 minutes

Science: 45-135 minutes

ACCESSIBILITY

DLM assessments are designed to maximize accessibility for students with significant cognitive disabilities to allow multiple ways for students to demonstrate their knowledge, skills, and understandings.

During assessment administration, students have access to unique accessibility tools and supports to fit each student's needs and preferences. Some of these tools and supports are delivered through the online assessment system while others are provided outside the system, by the teacher. Decisions about the use of these tools and supports are made for each student with input from an Individualized Education Program (IEP) team.

GRADES ASSESSED

Grades 4, 8, and 12

CONSORTIUM OR VENDOR INFORMATION

The NAEP program is developed and administered by the National Center of Education Statistics (NCES), part of the U.S. Department of Education.

ASSESSMENT OVERVIEW

NAEP is the largest continuing and nationally representative assessment of what our students know and can do in various subjects. Rhode Island administers the Reading, Mathematics, and Science assessments.

NAEP's main goal is to measure student achievement and report change in performance over time. NAEP provides results for states and the nation as a whole but does not provide scores for schools, classrooms, or individual students. NAEP only reports results at the state-level and for selected urban districts. Results are disaggregated by race/ethnicity, gender, SD/EL status, and participation in the National School Lunch Program.

School Selection Criteria:

Participation in NAEP mathematics and reading in grades 4, 8, and 12 is mandatory for states receiving Title I funds pursuant to federal law. While NAEP is voluntary for students, school participation remains mandatory for selected public schools in Rhode Island per state law. Given that stakeholders across the education spectrum rely on NAEP results to guide their decisions at all levels, it is important that all selected students participate so that results are accurate and reliable for all subjects and grades.

NAEP is given in a sample of schools whose students reflect the varying demographics of a specific jurisdiction, be it the nation, a state, or a district. The selection process for schools uses a stratified random sampling design to create a list from which the schools are sampled. This list considers specific criteria such as school location, demographic composition, and a prior measure of achievement to group schools so that a representative sample of students can be drawn.

Although NAEP is administered to a sample of schools in each state, most elementary and middle schools in Rhode Island participate in NAEP by virtue of our relatively small student population and our small number of schools. Elected officials, policymakers, educators, and other stakeholders all use NAEP results to develop ways to improve education and to confirm results on state assessments. Therefore, participation is vital before information about the performance of Rhode Island students can be collected and shared.

The probability of a school being selected is calculated based on the size of its enrollment in relation to the size of the state's student population. Therefore, schools with large enrollments will be selected more frequently than smaller ones. For more information about NAEP's sampling design, you may refer to this Fact Sheet.

Test Administration

Each student spends up to 90 minutes for the entire administration, which includes taking a background questionnaire on students' educational experiences. Some specialized assessments, such as the hands-on science tasks or computer-based assessments, may require up to 120 minutes to complete.

GRADE ASSESSED

Grade 10

CONSORTIUM OR VENDOR INFORMATION

The PSAT 10 is developed and scored by College Board.

FEDERAL REQUIREMENTS/ACCOUNTABILITY

The PSAT 10 is part of the Rhode Island State Assessment Program and is required for all 10th grade students. The PSAT 10 will be used for accountability purposes, specifically for student growth calculations.

ASSESSMENT OVERVIEW

The PSAT 10 assesses the same knowledge and skills as the SAT School Day. On the assessment, students will encounter:

- Emphasis on reasoning alongside a clearer, stronger focus on the knowledge and skills that are most important for college and career readiness and success.

- Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.

- Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.

- Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).

Test Time

Test Name	Actual Test Time	Administration Activities Time	Total Time
PSAT 10	3 hours and 50 minutes	50 minutes (approximately)	4 hours and 40 minutes

GRADES ASSESSED

5, 8, and 11

CONSORTIUM OR VENDOR INFORMATION

Rhode Island and Vermont collaborated with the American Institutes of Research (AIR) to develop this assessment.

ASSESSMENT OVERVIEW

Standards and Test Design:

- **Standards:** Next Generation Science Standards (NGSS)

- **Test format:** Online. Two sessions.

- **Item types:** Technology-enhanced items with interactive student-generated responses, multiple choice and short constructed responses. Mostly interrelated item clusters, some standalone items.

Scale Score: Students will receive a scale score between 1 and 120.

Achievement Levels: How well a student met grade level expectations. A student will receive one of the following levels:
- Beginning to Meet Expectations
- Approaching Expectations
- Meeting Expectations
- Exceeding Expectations

Performance Level by Science Discipline: How well a student performed in each of the three domains of science (Life Science, Physical Science, and Earth and Space Science). A student will receive one of the following levels per discipline:
1. Below Mastery
2. At/Near Mastery
3. Above Mastery

FEDERAL REQUIREMENTS/ACCOUNTABILITY

- State, district, and school-level data and results are released to schools and to the public.
- Student-level reports are produced and shipped to districts. Districts must mail these reports to parents and guardians.
- Participation calculations are released to the public.
- Science results are not included as part of the federal accountability system at this time.

GRADES ASSESSED

Grades 3 -8

CONSORTIUM OR VENDOR INFORMATION

Measured Progress is the vendor for RICAS

FEDERAL REQUIREMENTS/ACCOUNTABILITY

RICAS assessments are administered to fulfill testing requirements of the Federal Every Student Succeeds Act (ESSA), which requires annual assessments in English language arts and mathematics for students in grades 3-8. In Rhode Island, all students in grades 3-8 are expected to participate in RICAS English language arts and mathematics testing unless they are eligible for the alternate assessments.

ASSESSMENT OVERVIEW

English Language Arts Assessments

The RICAS English language arts assessment asks students to read literary and informational texts as well as to write effectively when analyzing text. It is comprised of two sessions for students in grades 3-8. Within each session, students will read either a single text or a pairing or tripling of texts. Students will then answer questions associated with the texts. Students will be expected to write a short response or essay associated with the texts.

Sessions/Testing Time for English Language Arts

       Grades 3-8:   2 sessions; 120-150 minutes per session

Mathematics

The RICAS mathematics assessment is designed to provide strong indicators about students' readiness for the next grade and being on track for college and career. RICAS places an emphasis on the interaction between the content standards and the standards for mathematical practice. Students encounter real-world and mathematical problems that require them to demonstrate conceptual understanding, application, and procedural fluency as well as the ability to reason, justify, and communicate with sound mathematical language. Each grade level assessment is comprised of two sessions and contains an assortment of item types including selected response, short answer, constructed response, and technology enhanced items. All sessions for grades 3 through 6 are non-calculator, while grades 7 and 8 each have a non-calculator and a calculator session.

Test Times for Mathematics

       Grades 3 – 8:   2 sessions; 90 minutes per session

FULL NAME OF ASSESSMENT

RI SAT School Day

GRADE ASSESSED

Grade 11

CONSORTIUM OR VENDOR INFORMATION

The RI SAT School Day is designed and scored by College Board.

FEDERAL REQUIREMENTS/ACCOUNTABILITY

The SAT assessments are administered to fulfill testing requirements of the Federal Every Student Succeeds Act (ESSA), which requires annual assessments in English language arts and mathematics for students in grades 3-8 and high school. In Rhode Island, all students in grades 11 are expected to participate in SAT School Day English language arts and mathematics testing unless they are eligible for the alternate assessments.

NOTE: Students eligible for the alternate assessments will take the DLM Alternate Assessments in the 11th grade.

ASSESSMENT OVERVIEW

The SAT includes a Reading Test, Writing and Language Test, and a Math Test. The SAT also includes an essay. SAT questions focus on skills that matter most for college readiness and success, according to the latest research. The SAT has a college and career readiness benchmark, which is where RI set its proficiency benchmark, which indicates a 75% likelihood of achieving at least a C in first-semester, credit-bearing college courses in related subjects and course work. The SAT benchmarks are designed to reflect whether or not a student has a high likelihood of being successful in subject-specific first-semester courses.

While taking the SAT, students will encounter:

- Emphasis on reasoning alongside a clearer, stronger focus on the knowledge and skills that are most important for college and career readiness and success.
- Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
- Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).

Test Time

SAT School Day with Essay	3 hours and 50 minutes	50 minutes (approximately)	4 hours and 40 minutes

Writing skills with digital tools begin in grade 1 with support; others begin in grade 3 (unless otherwise noted); complexity varies by grade.

Skills	Examples and notes
General navigation skills	
Using navigation buttons	Login, logout, username, password, save, resume, quit
Pointing and selecting	Single-click/double-click/right-click/click-and-drag/highlight text/move mouse pointer
Browsing tabs and windows	Distinguish between tabs and windows (dialogue boxes); open/close/select/switch
Keyboarding	Identify, locate, use letter, number, and punctuation keys to enter characters; use special keys (e.g., enter/return, spacebar, delete, backspace, tab, number pad, etc.)
Scrolling	Scroll horizontally and vertically, within and across pages or screen views
Audio player	Launch, start, stop, pause; move to a specific point on a page (only students with text-to-speech will have an audio component in 2018)
Magnifying/zooming	Enlarge the screen or a portion of the screen
Switching to streamline mode (NGSA)	Click on arrow to expand either left or right side of screen.
Accessibility and accommodations	
Pop-up glossary	Launch, locate a word and its definition, close
Changing colors	Alter background or text color
Listening to content onscreen	Use a text-to-speech (TTS) reader to hear content
Masking answers	Reduce the visible response options to a test item
General answering	
Inputting text	Use finite space (or a text box that scrolls as you type) to respond to constructed response and fill-in-the-blank test items
Eliminating answer choices	Strikethrough and other options for eliminating answer choices
Using line readers/guides	Use a digital line reader/guide to aid in reading text onscreen
Dragging and dropping	Distinguish between instances when an answer option can be used only once or can be dragged and dropped multiple times.
Selecting hot spots	Click certain areas of a picture/diagram to reveal more information or provide answer choices
Selecting from drop-down menus	Use a drop-down menu to make a selection
Highlighting text	Use a pointing device (such as a mouse) to highlight text
Extracting text	Highlight and drag and drop text in a specific location
Word processing	Basic features (e.g. font, size, bold, italics, underline, bulleting), spell checker (only available for students with an accommodation)
Understanding simulations	Analyze a topic or solve a problem by consulting several kinds of stimuli or media within a single test item (e.g., graph + passage)
Math and Science tools	
Manipulating points/shapes/bars	Work with picture and bar graphs; click, drag, resize, rotate, invert
Manipulating points/lines	Draw lines of symmetry on shapes by selecting two end points; work with function graphs (beginning in **grade 5**)
Using slide bars/clicking	Using slide bars and/or clicking to plot points on interactive number lines
Manipulating fraction models	Highlight sections; change the number of sections
Rotating digital objects	Rotate objects (beginning in **grade 8**)
Using legends/keys	Use legends and keys (e.g., reference sheets) to assist in responding to a test item
Solving problems using equation editor	Use an online (preferably HTML-based) equation editor. There is a tutorial on PearsonAccessNext specifically for the equation editor.
Using onscreen rulers	Use an onscreen ruler to measure inches (1/4 in. in grade 3; 1/8 in. **grades 4 and 5**) and centimeters (beginning in **grade 6**)
Using calculators	Use an on-line and/or hand-held calculator (4-function with square root beginning in **grade 7**; scientific calculator beginning in **grade 8**)

2020-21 Statewide Assessment Test Irregularity Form

Instructions: *Use this form for all statewide assessments, including PSAT 10 and SAT. Districts and schools must also follow College Board procedures for reporting test irregularities. An MS Word document of this from may be downloaded at www.ride.ri.gov/tc.*

1. **School Test Coordinator** must call their LEA Test Coordinator to report a test irregularity.
2. The **LEA Test Coordinator** then contacts Phyllis Lynch, Director of Curriculum, Assessment, and Instruction at 401-222-4693 to discuss the situation immediately upon receiving call.
3. **LEA Test Coordinator** will instruct the school test coordinator to complete this form, as necessary. This form must be completed within five school days. The LEA Test Coordinator then faxes the form to the state at **401-222-3605.**
4. Maintain a copy (electronic or physical) of the submitted form for your LEA/district and school files for three years.

LEA/District Name:	
School Name:	
Contact Name:	Role:
Contact Phone and Extension:	

Select type of irregularity: ☐ Test Administration ☐ Test Security ☐ Technology

| Test *(circle one)*: ACCESS for ELLs RICAS DLM NGSA PSAT 10 SAT	Content Area:	Test Administration Grade:
Date of Incident:		
Test Administrator's Name:		
Student's Name:		
Student's SASID Number:	Date of Birth:	
Detailed description of incident, investigation steps taken, and actions taken by staff to resolve:		

Alternate Assessments are designed for students with significant cognitive disabilities. The structure of an alternate assessment is designed around the students' physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. The *IEP Team Guidance on the Alternate Assessments* (www.ride.ri.gov/dlm) provides all members of a student's IEP Team with the information needed to help them determine if a student meets the three eligibility criteria. This guidance document also contains the form that IEP Team members must read and include with the student's IEP confirming that the student meets all of the following eligibility criteria. All eligibility decisions must be done prior to the start of testing.

1. **Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.** Review of student records and other evidence indicate a disability or multiple disabilities that prevent the student from meaningful participation in the standard academic core curriculum or achievement of the standards at their enrolled grade level. Additionally, the student's disability causes dependence on others for many, and sometimes all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.

   a) Regardless of a student's disability category, evidence collected should show that the effect of the student's disability significantly impacts their ability to function cognitively and adaptive behavior.

2. **As documented in the IEP, the student's present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (Essential Elements) *and* the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, *and* the annual academic goals are closely aligned to grade-level alternate achievement standards.** IEP teams should review the student's present levels of performance, short-term goals and objectives, and the performance targets for the student to ensure that the concepts and skills the student is working on not only reflect the skills and concepts in the EEs but that the short-term goals closely align with the learning maps that will lead to grade-level performance targets.

   a) The **present levels of performance** described in the IEP:
      - What formative and summative data (Aimsweb, WISC, Woodcock-Johnson, STAR, WIAT, etc.) did you use to support the selection of the EEs and the development of the IEP goals (short-term objectives and annual goals)? *List the data you used on the Documentation of Evidence Form.*
      - What are the levels of support (level of independence/levels and types of prompting and support) required by the student in order to make progress through the alternate achievement standards? *List the data you used on the Documentation of Evidence Form.*
   b) The **short-terms goals and objectives** reflect the skills and concepts contained in the learning map steps.
   c) The **annual academic goals** are closely aligned to the alternate achievement standards for the student's current grade level.

3. **The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple setting.** The student's demonstrated cognitive functioning and adaptive behavior across these settings is significantly below

age expectations, even with program modifications, adaptations, and accommodations. This covers the three aspects of learning:

a) *What the student needs in order to learn.* In other words, the student **requires** extensive, repeated, individualized instruction and supports from teachers and other professionals.

b) *The types of materials required in order for the student to learn.* Materials are significantly modified, customized, and adapted in order to facilitate understanding.

c) *How the student demonstrates their learning*. His or her need for substantial supports to achieve gains in the grade-and-age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

ALTERNATE ACCESS FOR ELLS PARTICIPATION CRITERIA DECISION TREE
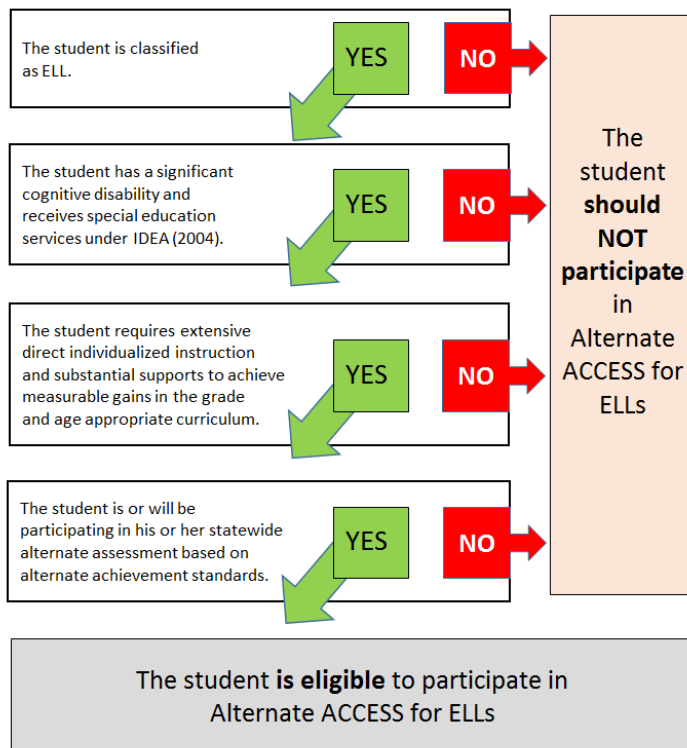
RIDE conducts test administration monitoring visits to ensure that testing procedures are followed and to obtain feedback for improvement of test protocols, procedures, and policies.

The process itself is fairly simple. First, RIDE selects the schools and schedules a conference call with school and district staff to ensure schools have the information needed to successfully administer state-required assessments and to answer any questions they may have about any part of the test administration process. The questions on the Statewide Monitoring Visit Form on the following page are also reviewed. During this call, the date, time, and details of the visit are also discussed.

School Selection Process

Schools can be selected for a monitoring visit in several ways:

- randomly from a pool of schools not selected in the previous two years
- reported testing irregularities the previous year
- LEA or school requested a monitoring visit from RIDE

The Visit

Below is a general framework for a monitoring visit. This may change given the type of test, school, and specific questions/issues that arise.

1. RIDE staff meet with the principal and/or test coordinator and collect copies of sign-in sheets and or rosters of completed online test administrator training.

2. At least two regular classrooms should be visited by RIDE staff and at least one accommodation session, if possible.

   NOTE: During the visit, the principal (or his/her designee) is *not* expected to accompany RIDE staff around the building. However, it is helpful to have someone to assist RIDE staff in finding classrooms. If that is not possible, please provide RIDE staff with a map of the school and a list of the teacher's names and types of classrooms they will be visiting.

3. During the visit, RIDE staff quietly enter and exit classrooms so as not to disturb students during testing.

4. After the visit, if the principal and/or test coordinator did not accompany RIDE staff, it is helpful to have a short debrief meeting to discuss any issues or questions.

STATEWIDE ASSESSMENT MONITORING VISIT FORM

Rhode Island Department of Education

DATE: _____

GRADE(s): _____

DISTRICT: _____   **SCHOOL:** _____

ASSESSMENT(s): ☐ ACCESS for ELs   ☐ ALT ACCESS for ELs   ☐ RICAS ELA   ☐ RICAS Mathematics   ☐ DLM ELA

☐ DLM Mathematics   ☐ DLM Science ☐ NGSA ☐ PSAT 10 ☐ SAT ☐ NAEP

Questions	Notes
How did the _Test Coordinator_ prepare for testing? ✓ _Did you find the Test Coordinator Manual helpful? Were there any questions the manual could not answer for you?_ ✓ _Do you understand the process and requirements for submitting a Medical Exemption?_ ✓ _Did you find the materials on accommodations helpful? Were there any questions the materials could not answer?_ ✓ _Did you find either the in-person Test Coordinator Workshop and/or the online training modules helpful?_ ✓ _Describe the process you used to review the registration file to ensure all of your students are registered for testing and are assigned the correct grade-level test(s)? Do you know who to contact to correct student information?_ ✓ _Describe how you prepared your school and the test administrators to administer accommodations. Describe any challenges._ ✓ _Describe the protocol for distributing, collecting, and tracking test materials each day._ ✓ _If you called the Service Center or Help Desk for this test, were they able to answer your question and/or resolve your issue?_	

Questions	Notes
How did *Test Administrators* prepare for testing? ✓ *Approximately how many test administrators are expected to participate in each assessment given in your school?* ✓ *Describe the opportunities they had to try the practice tests, accessibility features, and any tutorials? Are there any materials you feel you need to help test administrators prepare?* ✓ *Describe the training opportunities test administrators had and how the Test Administration Manual was reviewed during training. What were common questions or issues they had?* ✓ *Were they trained on accommodations/accessibility features?* ✓ *What is the process for reviewing the effectiveness of the accommodations/accessibility features used for each student?* ✓ *Which technical issues were they trained to resolve on their own?* ✓ *Were Test Security Agreements for this test signed and submitted to the test coordinator?* ✓ *What are test administrators most concerned/anxious about?* ✓ *What are test administrators most confident about?*	
How did you prepare students for testing? ✓ *Describe the opportunities students had to try the practice tests, accessibility features, navigating the test, and any tutorials.* ✓ *Are there any materials you feel you need to help students prepare?* ✓ *Describe the messages you sent to parents and students regarding testing.* ✓ *How do you handle student anxiety about testing?* ✓ *Are there any materials you developed or opportunities you provided for parents regarding testing or reporting?*	
Describe your process for correcting and updating student data prior to testing. ✓ *Do you know who maintains the LEP Census, IEP Census, and Enrollment Census for your school/district?*	
Preparing for the Monitoring Visit: ✓ *The date and time of the monitoring visit is:* ✓ *Where should I park?* ✓ *Who will I be asking for at the school office?*	

Questions	Notes
✓ *Will someone be accompanying me around the school? If not, will a map and list of room numbers and teachers' names be provided?* ✓ *During our visit, we will be collecting copies of sign-in sheets and/or rosters of completed online test administrator training for every state assessment given in your school. Do you anticipate providing scanned copies of these or will I collect the paper copies during my visit?* ✓ *Can you describe the classrooms I will be visiting?* ✓ *Which accommodations can I expect to see being administered during my visit?* ✓ *Is there anything else I should be aware of before the visit?*	

Any additional comments/questions/concerns? (*use other side if necessary*)

NOTES:

- Due dates for submitting medical exemptions can be found at www.ride.ri.gov/exemptions
- Forms are available in English, Spanish, and Portuguese at www.ride.ri.gov/exemptions

WHAT IS A MEDICAL EXEMPTION?

ALL Rhode Island students, including students receiving education services at any out-of-state school or program, are expected to take part in Rhode Island's statewide academic assessment program in one of the following ways:

1. Participate in general assessments *without* accommodation(s);
2. Participate in general assessments *with* accommodation(s); *or*
3. Participate in the alternate assessments which are available only for students with an Individualized Education Program (IEP) who meet specific eligibility criteria.

Each year, students with serious and chronic medical or other conditions can and do participate successfully in Rhode Island's statewide assessments. However, there are rare and unique situations in which a student is unable to participate in statewide assessments due to a documented, significant, and incapacitating emergency *that extends across the entire (or remaining) test window*. In these instances, districts may request a medical exemption. To apply for a medical exemption, districts must gather written assurances and documentation that the student meets two criteria:

1) The student's situation is so severe the student cannot receive instruction in any setting (such as at home, school, or outplacement facility) and

2) The student cannot participate in any assessments, even with adjustments or accommodations.

If these conditions are not met, then he/she is able to participate in state assessments.

GENERAL RULE: If the student is able to receive instruction, then he/she is able to participate in state assessments.

The decision to test or not test a student should never depend solely on the outcome of the exemption request to RIDE. It is incumbent upon the requesting district to provide RIDE with evidence to justify approval of the request.

DEFINITION OF SERIOUS ILLNESS

Rhode Island defines a serious illness as one that prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.

DEFINITION OF MEDICAL EMERGENCY

Rhode Island defines a medical emergency as an incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident. Typically, a medical emergency prevents the student from receiving instruction and from participating in assessment for the remainder of the testing window.

Conditions that may not qualify for exemption:

- Medical fragility **–** unless a significant and documented medical emergency or condition exists in addition to medical fragility
- Short-term illnesses, minor injuries, or broken arms
- Certain mental health conditions that permit students to receive instruction
- Pregnancy

CONCUSSIONS

Due to the specialized care concussions require, even with accommodations, the student may not be able to participate fully in instruction or in statewide assessments. Because of the nature of concussions and how important it is to care for a concussion correctly, this injury is the exception to the rules above. The exemption request process must be followed and evidence from the physician must be provided.

OVERVIEW OF THE PROCESS FOR SUBMITTING A MEDICAL EXEMPTION

There are five steps for submitting an exemption to RIDE:

1. **District:** Complete Form 1 *(District Assurances Form)* and fax to 401-222-3605. Incomplete forms and forms submitted after the deadline will not be accepted.
2. **School:** Complete Forms 2 and 3 and retained by the District.
3. **District:** Submit request through the eRIDE Medical Exemption System.
4. **RIDE:** reviews Form 1 and verifies that the request has been logged through the eRIDE system. If needed, RIDE will contact the principal or the superintendent for clarification if the information submitted is insufficient.
5. **RIDE:** emails final decision to the superintendent.

DESCRIPTION OF FORMS

There are three forms required for submitting a request for a medical exemption. All forms are available at: www.ride.ri.gov/exemptions and in this manual. All forms are available in English, Spanish, and Portuguese.

Form 1: District Assurances Form. This form ensures that the district has gathered the necessary evidence, completed forms, and that the superintendent reviewed the information before submitting a medical exemption request for approval. **This form must be signed and faxed to RIDE at: 401-222-3605**. Incomplete forms and forms submitted after the due dates listed above will not be accepted.

Form 2: Parent/Guardian Consent Form (available in English, Spanish, and Portuguese). Have parent/guardian complete and sign a hard copy of Form 2. Retain original with student records; do not send copy to RIDE.

Form 3: Treating Physician/Mental Health Professional Form. Have physician/mental health professional complete and sign a copy of Form 3. Retain original with student records; do not send copy to RIDE.

OTHER IMPORTANT REMINDERS

- **Outplacement schools and out-of-state schools** must contact the sending district of the student and explain the nature of the request. The outplacement/out-of-state school is responsible for submitting completed

forms and other evidence to the sending district's superintendent. The sending district's superintendent is responsible for making a final decision on whether or not to submit a medical exemption and for submitting all necessary forms to RIDE.

- **Missing deadline for submitting request:** If you feel that you may miss the deadline for submitting a request, please contact RIDE as soon as possible.
- **Students identified as English learners (ELs)** are exempt from taking ELA general education and alternate assessments if they entered the U.S. *after* **April 1st 2020. DO NOT submit an exemption for EL students meeting this criteria.** See *Participation Requirements for State Assessments* in this Handbook for additional information.
- **Accountability Implications:** Students who do not participate in state assessments and who do not receive an approved exemption are included as nonparticipants for school accountability.
- **Non-Tested Codes:** Entering the non-tested code for approved exemption in *any* of the online test platforms does not indicate an exemption was submitted or approved by RIDE. After testing, RIDE applies only those exemptions that were approved using the process and meeting the criteria outlined in this Handbook.
- **Auditing of Forms:** RIDE reserves the right to audit districts to ensure compliance with the requirement to retain signed copies of all applicable forms.

Request for Medical Exemption from Testing

Directions: There are three steps for submitting an exemption to RIDE:

1) **All** information on Form 1 must be completed and faxed to 401-222-3605. Incomplete forms and forms submitted after the deadline will not be accepted.
2) Request must be logged through the eRIDE State Assessment Exemption Request System
3) Forms 2 and 3 must be completed and retained by the District.

_____   _____   _____
Student Name   D.O.B.   SASID (1000XXXX)

Assurances by District:	Yes	No	n/a	Comment(s):
1. The **student was consulted** prior to submitting this request.				
2. The **student agrees** with this request.				
3. The **parent**(s)**/guardian**(s) **was consulted** prior to submission of request.				
4. A **parent/guardian signed** a *Form 2* to document their participation in the request for exemption.				
5. A **parent/guardian indicated** on *Form 2* that they give permission for the contact person listed below to share relevant information about this request with RIDE. *If parent did not give permission, go to question 7.*				
6. Briefly describe the medical emergency and/or serious illness:				
7. A treating physician/licensed mental health professional signed *Form 3* indicating that this student **cannot** attend school or participate in learning or other educational activities, even with adjustments to their school schedule, location (home tutoring), or other supports and/or accommodations.				
8. A treating physician/licensed mental health professional signed *Form 3* indicating that the student **cannot** take the state assessment, even with accommodations or other supports.				
9. Contact information of the district or school administrator most knowledgeable about this student's situation and who will be available to answer any questions (please print):				

Name: _____   Title: _____   Phone: _____

I certify that the information contained within this request is <u>complete</u> and <u>accurate</u>.

Superintendent's Name (*print*)	**Superintendent's Signature**	**Date**	**District**	**Phone Number**

Request for Medical Exemption from Testing

District Directions: Give this form to the parent/guardian of the student. Once signed, retain with the student's records. Do not send this form to RIDE.

Parent/Guardian Directions: Please read and complete this form and return it to your child's school or district office.

Student Name (print): _____

I have consulted with the school or district regarding the request to exempt my child from the

_____ assessments.

I understand that this means I will have either no test scores or partial test scores, depending on circumstances, for my child for the exempted assessment(s). By signing this request, I acknowledge that:

1. I **WAS** (or) **WAS NOT** *(circle one)* involved in the decision for the district **to seek an exemption** for my child from the statewide assessment.
2. I **DO** (or) **DO NOT** *(circle one)* give **permission for the school or district to discuss the reason for the request** with Dr. Phyllis Lynch, Director of Instruction, Assessment and Curriculum at the Rhode Island Department of Education.

_____

Parent/Guardian Full Name   (please print)

_____   _____/_____/_____

Parent/Guardian   Signature   Date

CONSIDERACIONES ESPECIALES APROBADAS POR EL ESTADO

FORMULARIO 2: FORMULARIO DE CONSENTIMIENTO DE LOS PADRES/ TUTOR

(**Nota al Distrito**: **no** enviar el Formulario 2 a RIDE. Por favor retener en el registro del estudiante)

Nombre completo del alumno:
(en letra de imprenta)

He consultado al distrito escolar con respecto a la solicitud de exceptuar a mi hijo de la/s evaluación/es _____

[por favor indique el/los examen/es específico/s por el/los cual/es solicita la exención]

Comprendo que esto significa que <u>no</u> tendré datos de la evaluación a nivel estatal (o sólo datos parciales, según las circunstancias) con respecto a mi hijo sobre las evaluaciones exceptuadas. Al firmar esta solicitud, reconozco que:

Yo **PARTICIPÉ** (o) **NO PARTICIPÉ** (marcar una opción) en la decisión para que el distri **conceda una excepción** a mi hijo de la evaluación a nivel estatal por razones médicas u otras circunstancias atenuantes.

y

Yo **AUTORIZO** (o) **NO AUTORIZO** (marcar una opción) al **distrito a analizar el motivo que fundamenta la solicitud** con Phyllis Lynch, Director de Instrucción, Evaluación y Progran del Departamento de Educación de Rhode Island.

_____
Nombre completo del padre/ madre/ tutor (en letra de imprenta)

_____   __/__/__
Firma del padre/ madre/ tutor   Fecha

CONSIDERAÇÃO ESPECIAL APROVADA PELO ESTADO

FORMULÁRIO 2: FORMULÁRIO DE CONSENTIMENTO DOS PAIS/GUARDIÃES

(Obs. Ao Distrito: ___**Não**___ *envie o Formulário 2 ao RIDE. Mantenha com o arquivo do aluno)*

Nome completo do aluno:
(Em letra de forma)

Entrei em contato com o distrito escolar a respeito da requisição para isentar meu/minha

filho(a) da(s) avaliação(ões) _____ *.*

[Indique o(s) teste(s) específico(s) para o(s) qual(is) está solicitando isenção]

Entendo que __não__ terei nenhum dado da avaliação estadual (ou apenas alguns dados dependendo das circunstâncias) sobre meu/minha filho(a). Ao assinar esta requisição, entendo que:

Eu **FUI** *(ou)* **NÃO FUI** *(circule um) envolvido(a) na decisão do distrito de* **obter uma isenção** *para meu/minha filho(a) não participar da avaliação estadual devido a motivos médicos ou outras circunstâncias extenuantes.*

e

Eu **DOU** *(ou)* **NÃO DOU** *(circule um)* **permissão para que o distrito discuta o motivo da requisição** *com Plyllis Lynch, Diretora da Instruction, Assessment and Curriculum do Rhode Island Department of Education (Departamento de Educação de Rhode Island).*

_____
Nome completo do Pai/Guardião (Imprimir)

_____   _____
Assinatura do Pai/Guardião   Data

Form 2 Portuguese Version

Request for Medical Exemption from Testing

Student Name: _____

Directions for District: Give this form to the physician/mental health professional. Retain with student's records. Do not send to RIDE.

Directions for Physician or Mental Health Professional: Indicate whether or not you agree or disagree with each assurance, initial each statement, and sign and date the bottom of this form.

What is a Medical Exemption? Each year, students with very serious and chronic medical or other conditions participate successfully in Rhode Island's statewide assessments. However, there are rare and unique situations in which a student is unable to participate in statewide assessments due to a documented, significant, and incapacitating emergency *that extends across the entire (or remaining) test window*. In these instances, districts may request a medical exemption. To apply for a medical exemption, districts must gather documentation that the student meets two criteria: 1) that the student's situation is so severe, the student cannot receive any educational instruction in any setting (such as at home, school, or outplacement facility) and 2) they cannot participate in any assessments, even with adjustments (accommodations). If the student's situation does not meet **both** of these conditions, *the student is able to receive instruction, and he/she is able to participate in state assessments.*

Serious Illness: a serious health condition that prevents the student from receiving instruction *and* from participating in assessment for the remainder of the testing window.

Medical Emergency: an incident involving a medical condition, injury, or crisis requiring hospitalization, clinical care, or treatment in response to the incident.

Conditions that generally do not qualify for exemption:

- Medical fragility **–** unless a significant and documented medical emergency or condition exists in addition to medical fragility
- Short-term illnesses or minor injuries
- Certain mental health conditions
- Pregnancy

	Treating Physician's/Mental Health Professional's Assurances:	Circle one		INITIAL
1	This student is experiencing a serious illness or medical emergency.	YES	NO	
2	This student *can/cannot* participate in <u>instruction</u>, <u>regardless of setting,</u> even with accommodations, during the remaining test window.	CAN	CANNOT	
3	This student *can/cannot* participate in <u>assessment</u>, *even with accommodations*, during the remaining test window.	CAN	CANNOT	

_____   _____   _____

Physician/Mental Health Professional's Name (*print*)   Signature   Date

Step 1: The Superintendent (or his/her designee) must log into eRIDE at www.eride.ri.gov/default_secure.asp.

Step 2: Select the "State Assessment Exemption Requests" icon. If this icon is not visible, please contact Mario Goncalves (401-222-8968; Mario.Goncalves@ride.ri.gov) to obtain access.

State Assessment Exemption Requests
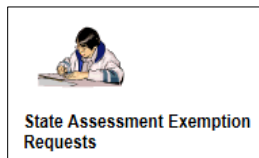
Step 3: Input the student's SASID and click on the "Verify" button. If you receive no error messages, then the system will automatically populate the student's gender, name, grade, and date of birth. If you receive an error message, double-check the SASID you used was correct.

SASID (eg, 100xxxxxxx):	[ ] Verify	Gender:	[▼]
Student's Name:	first name / mi / last name	Date of Birth:	[ ]
Reason for Request:	☑ Significant Medical Emergency	Grade	[ ]

Step 4: Select Assessment(s) from which exemption is being requested by checking the box next to the name of the assessment and then click the button for the grade level:

Below, please indicate the assessment(s) and the student's grade during the assessment(s):

	Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
☐	ACCESS for ELs	○	○	○	○	○	○	○	○	○	○	○	○	○
☐	Alternate ACCESS for ELs	○	○	○	○	○	○	○	○	○	○	○	○	○
☐	DLM Alternate Assessment: English Language Arts				○	○	○	○	○	○	○		○	
☐	DLM Alternate Assessment: Mathematics				○	○	○	○	○	○	○		○	
☐	DLM Alternate Assessment: Science						○			○			○	
☐	PSAT 10											○		
☐	RICAS: English Language Arts				○	○	○	○	○	○				
☐	RICAS: Mathematics				○	○	○	○	○	○				
☐	RI Science Assessment						○			○			○	
☐	SAT												○	

Step 5: In the School and District Contact Information table, use the pull-down menu to select the district of enrollment, school of enrollment, and sending district name. The sending district superintendent's name and contact information will automatically populate. Then click "Submit".

Step 6: Once the online form *and* Form 1 are received by RIDE, the information will be reviewed and an email will be sent to the superintendent of RIDE's decision. Both the online form and Form 1 must be received before the request will be evaluated.